**Lesson Title: Whole body growth**

**Unit: 5**

TEKS: 130.7(C) 11 (c)

OBJECTIVES

The student will be able to:

1. Draw growth curves
2. Explain different changes in body measurements
3. Explain different changes is body components
4. Explain different changes in carcass components
5. Explain different changes in chemical composition

TEACHING MATERIALS, TOOLS, AND EQUIPMENT

PPT: Whole body growth

TEACHING PROCEDURE

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| --- | --- |
| Interest Approach/Anticipatory Set | Teacher Notes |
| This lesson in very conceptual and most of the information relies on the foundation already built by previous lessons in this unit. There are not many sub bullets of explanation on the PowerPoint. To maintain student engagement continue to ask questions throughout the lesson.  1. Link – Show the video after the objectives slide  2. Motivation – Ask the students to relate their personal growth to the growth of the foal and share with the class. | Ask questions to students |

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| --- | --- |
| Teaching Plan and Strategy / Presentation of New Material | Teacher Notes |
| Objective 1: Draw growth curves   * Growth is primarily a sigmoidal shape. Have students draw a growth curve for themselves. Does not have to be animal related, could be personal goals achieved etc.   Objective 2: Explain different changes in body measurements   * Dressing percentage and carcass weight are the most important. If possible have a student weigh themselves with a back pack on and then without a back pack. Equate the back pack to the viscera of ruminant animals. Emphasis the importance of selling animals by the pound.   Objective 3: Explain different changes in body components   * Body Weight - Slide 9 * Empty body weight – Slide 10 * Dressing percentage – Slide 11 * Carcass weight – Slide 12   Objective 4: Explain different changes in carcass components   * The primary components are muscle bone and fat. * Students should be able to explain their individual rate of increase/decrease over time.   Objective 5. Explain different changes in carcass composition   * Genetics, species, selection and domestication, muscle distribution, fat distribution, breed, frame size, sex * All of this can be done slide by slide starting at slide 17. * This is best served as an evaluation at the end of the lesson. Ask students to write down one factor affecting carcass composition and explain it in detail. | Power point.  Lecture; involve students by reading slides. |

ENGAGEMENT

After every objective the teacher should do a review to make sure that the students have an understanding. This is up to teacher discretion.

EVALUATION

See objective 5

ADDITIONAL MATERIALS

College & Career Readiness Standards: II.C.1; II.E.7 (Write in the number/letters already crosswalked for your unit)

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